DOCUMENT RESUME

ED 351 500 CE 062 267

TITLE	Feasibility of an LPN to ADN Articulation Program at LSUA. Vocational Education Research.
INSTITUTION	Louisiana State Univ., Alexandria.
SPONS AGENCY	Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE	91
NOTE	66p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Allied Health Occupations Education; *Articulation (Education); *Associate Degrees; College School Cooperation; Educational Needs; Educational Research; Feasibility Studies; Higher Education; *Institutional Cooperation; Literature Reviews; *Needs Assessment; Nurses; *Nursing Education; Practical Nursing; Two Year Colleges
IDENTIFIERS	Louisiana State University Alexandria

ABSTRACT

A feasibility study examined the need for and likelihood of success for a Licensed Practical Nurse (LPN) to Associate Degree in Nursing (ADN) articulation program for Louisiana State University (LSU) at Alexandria. Following a literature search on the theoretical establishment and implementation of such a program, three schools with successful articulation programs were identified and surveyed. Needs assessment surveys were mailed to all LPNs residing in the nine-parish area served by LSU; data from the 800 respondents (40 percent) indicated an interest in advancing their nursing education. The study also explored the National League for Nursing's criteria for articulation program, the philosophy of the Council of Administrators of Nursing Education for LPN to ADN articulation, requirements of the Louisiana State Board for Nursing for LPN to ADN articulation, and status of articulation in other Louisiana programs. An advisory committee was established and communication processes and a cooperative plan were developed with the Alexandria Vocational Technical Institutes's LPN program. (The report is followed by these appendixes: literature review, site visit reports, LPN survey results, articulation survey of Louisiana ADN program, advisory committee and agenda of first and second meetings, and glossary of acronyms.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

LA91RE03

Vocational Education Research

ED351500

Title: FEASIBILITY OF AN LPN TO ADN ARTICULATION PROGRAM AT LSUA

Louisiana State University at Alexandria

University

1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T Hardy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LOUISIANA DEPARTMENT OF EDUCATION

CE062267

BEST COPY AVAILABLE

EQUAL OPPORTUNITY STATEMENT

IN COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, AND SECTION 504 OF THE REHABILITATION ACT OF 1973, THIS EDUCATIONAL AGENCY UPHOLDS THE FOLLOWING POLICY:

THIS IS AN EQUAL OPPORTUNITY INSTITUTION AND IS DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT OR TRAINING. QUALIFIED STUDENTS, APPLICANTS OR EMPLOYEES WILL NOT BE EXCLUDED FROM ANY COURSE OR ACTIVITY BECAUSE OF AGE, RACE, CREED, COLOR, SEX, RELIGION, NATIONAL ORIGIN OR QUALIFIED HANDICAP. ALL STUDENTS HAVE EQUAL RIGHTS TO COUNSELING AND TRAINING.

This public document was published at a total cost of $1269. Copies of this public document were published in this 1st printing at a cost of $1269. The total cost of all printings of this document, including reprints is $1269. This document was published by Louisiana Department of Education, Office of Vocational Education, Post Office Box 94064, Baton Rouge, Louisiana 70804-9064 for the dissemination of vocational education research materials for new and changing occupational fields under authority of Public Law 98-524. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

BEST COPY AVAILABLE

FOREWORD

In every society, education is the means to an end: citizens must acquire a basic knowledge that will enable them to survive. In a democratic society, education becomes the means by which the individuals have the opportunity to develop their personalities, their talents, their dreams.

Developing competent citizens who can be involved effectively in the affairs of this state and our nation is critically important to Louisiana's educators as we approach the 21st century. The young people in Louisiana's schools today must be fully prepared to accept tomorrow's leadership roles with the knowledge, skills, and values necessary to sustain a democratic society against the many complex problems that will face them, this nation, and the world. They must be able to acquire, analyze, and evaluate vast amounts of information, synthesize it into knowledge, and refine it into the wisdom needed by competent citizens. Through the educational processes, they must be guided in the developing of creative and critical thinking processes to the extent they are capable of standing confidently on their own feet, of making clear and effective judgements, and of transferring acquired knowledge and skills to new tasks and skills demanded by everchanging society.

With the publication of this study on LPN to ADN articulation, the Louisiana Department of Education suggests that educational institutions design and implement a plan for articulation between Licensed Practical Nursing and Associate

Degree Nursing programs. This study provides an overview of the literature, admission and implementation strategies, some relevant instructional content, and evaluative data from these types of existing programs.

We believe that this study will make a major contribution to the improvement of educational mobility for the LPN. Its purpose is to encourage students at the Vocational Educational level to prepare for work through continued education leading toward a two-year associate degree in nursing.

Wilmer S. Cody
State Superintendent of Education

ACKNOWLEDGEMENTS

This publication represents the cooperative efforts of faculty in the Associate Degree Nursing Program, at Louisiana State University at Alexandria, and the Office of Vocational Education, Louisiana State Department of Education. Special recognition goes to Mattie L. Caldwell, PhD, RN, who served as Project Director, Marcia Armand, MSN, RN and Wanda Guidry, MSN, RN in the development of the study. Another highly significant contributor to this project was the Editor, Dr. Florent Hardy.

Also, a special commendation goes to the members of the advisory counsel whose input served to keep the project on track.

C.R. Bell, Jr.
Assistant Superintendent
Vocational Education

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

Mr. Jesse H. Bankston 6th Congressional District	2431 S. Acadian Thruway Suite 620 Baton Rouge, LA 70808
Dr. John A. Bertrand 7th Congressional District President	1505 N. Avenue "D" Crowley, LA 70526
Dr. Moselle Dearbone Member-at-Large Secretary-Treasurer	2527 Old Marksville Hwy. Pineville, LA 71360
Ms. Stephanie Desselle Member-at-Large	3936 Hyacinth Avenue Baton Rouge, LA 70808
Mr. Keith Johnson 2nd Congressional District Vice-President	Dept. of Safety/Permits 1300 Perdido - Room 7E05 New Orleans, LA 70112
Mr. Carson Killen 8th Congressional District	45226 Lake Martin Road St. Amant, LA 70774 or P. O. Box 64799 Baton Rouge, LA 70896
Dr. Claire R. Landry 3rd Congressional District	P. O. Box 403 Arabi, LA 70032
Mr. Roy LeBlanc 1st Congressional District	234 Loyola Bldg., Suite 500 New Orleans, LA 70112 or 125 Francis Street Slidell, LA 70460-8873
Mr. Walter Lee 4th Congressional District	201 Crosby Street Mansfield, LA 71052
Mrs. Marie L. Snellings 5th Congressional District	101 Country Club Road Monroe, LA 71201
Ms. Em Tampke Member-at-Large	P. O. Box 55169 Metairie, LA 70055

Wilmer S. Cody
State Superintendent of Education

TABLE OF CONTENTS

	Page
Report on LPN to ADN Articulation Research Grant. . . .	1
Appendix A - Literature Review.	10
Appendix B - Site Visit Reports	28
Appendix C - LPN Survey Results	34
Appendix D - Articulation Survey of Louisiana ADN Program	42
Appendix E - Advisory Committee and the First Advisory Committee Meeting.	46
Appendix F - The Second Advisory Committee Meeting. . .	49
Glossary of Acronyms.	50

FINAL DRAFT OF FINDINGS

FEASIBILITY OF AN LPN TO ADN ARTICULATION PROGRAM AT LSUA

The Office of Vocational Education, Louisiana State Department of Education funded this research activity. The project was predicated on the belief that, if the time required for Licensed Practical Nurses (LPNs) to complete the associate degree program in nursing is shortened significantly, more registered nurses (RNs) will be available to supply the health care needed by agencies and citizens in the communities served by LSUA. If the results of this feasibility study indicate a need for and a likelihood of success for an LPN to ADN articulation program for LSUA and Central Louisiana, the following recommendations will be made:

1. Utilize data from this feasibility study to design an articulation curriculum.
2. Implement an LPN to ADN articulation program using the curriculum designed as a result of this study.

In researching the feasibility of such a program, the faculty will develop the type of articulation program which will be most effective in this area. The objectives to be achieved by this research grant are as follows:

1. Conduct a literature search on the theoretical establishment and implementation of an LPN to ADN articulation program.

2. Identify and survey three successful articulation programs in other states, including site visits.
3. Conduct a needs assessment of LPNs in area health care facilities to determine interest and likely participation in such a vocational skills upgrade.
4. Determine and explore the National League for Nursing's (LSUA's National Nursing Accrediting Agent) criteria and guidelines for such articulation programs.
5. Explore the current philosophy of LPN to ADN articulation in Louisiana with the Council of Nurse Educators (CANE).
6. Explore requirements for LPN to ADN articulation with Louisiana State Board of Nursing (Licensing Agent for RNs).
7. Evaluate the status of articulation in other Louisiana nursing programs.
8. Establish an articulation advisory committee of LSUA faculty, Vo-Tech faculty, and health care providers.
9. Develop communication processes and a cooperative plan with the Alexandria Vocational Technical Institute's LPN program.

Achievement of the above Research Project Objectives are illustrated and documented as follows.

OBJECTIVE 1 - Conduct a Literature Search.

A literature search was conducted. The program director and the two research assistants reviewed all related materials. The review of the literature is included in this report as Appendix A.

OBJECTIVE 2 - Identify and survey three schools with successful articulation programs.

Materials related to various programs were reviewed. These included New Mexico Junior College (ladder concept program); Pima Community College, Tucson, Arizona; The Nursing Education Options Program developed by the North Carolina Department of Community Colleges; Valencia Community College, Orlando, Florida; Hinds Community College, Jackson, MS's LPN to ADN Articulation Program; Front Range Community College, Westminister, Colorado; Community College of Rhode Island (1 + 1); Eastern Maine Vocational Technical Institute, Bangor, Maine (ADN Upgrade Program) and all ADN programs within Louisiana.

The report of the Colorado Task force on Entry into Nursing Practice (January, 1989) dealing with LPN to ADN articulation was also reviewed. Rose State College, Midwest City, Oklahoma, has a unique ADN Completion Program. This program currently admits only LPNs and Licensed Paramedics, with plans to include military medical corpsmen. Additionally, the college of Eastern Utah, Price, Utah has recently added requirements for an ADN to their existing LPN program, creating a one-plus-one curriculum design.

A consultant, Dr. Linda Spink, from Massachusetts Bay Community College presented articulation methods to LSUA faculty, community nursing and political leaders, educators throughout the state, and members of the Board of Regents in October, 1990.

Three site visits have been made. The first site visit was made to Hinds Community College, Jackson, Mississippi, and the second was made to Valencia Community College, Orlando, Florida and the third was made to Front Range Community College, Westminister, Colorado. Summary reports from these site visits are included as Appendix B.

OBJECTIVE 3 - Conduct a needs assessment of LPNs in the surrounding parishes served by LSUA.

A mailing list was obtained from the Licensed Practical Nursing Board of all LPNs residing in the nine-parish area served by LSUA. Surveys were mailed to 1993 LPNs. Approximately 40% or 800 surveys were returned. The in-depth analysis of this survey data is included as Appendix C. Data from the needs assessment indicate that most of our LPN students reside in the surrounding area; and more importantly, a large pool of LPNs in our educational service area has an interest in advancing their nursing education.

OBJECTIVE 4 - Explore the National League for Nursing's (NLN) criteria for articulation programs.

The National League for Nursing (NLN) is recognized as the official organization for the profession of nursing to improve and advance nursing education and the quality of health care delivered by nurse providers. While accreditation by the NLN is a voluntary process, adherence to these criteria is in the best interest of the profession and the public. By implementing common criteria, public accountability, educational mobility and career mobility are provided.

The National League for Nursing has been recognized as the official accrediting body for educational programs in nursing by the U.S. Department of Education since 1952 and the Council on Postsecondary Accreditation (COPA) since 1977. The criteria for NLN accreditation provide public accountability through these nationally recognized standards for nursing education.

The NLN Position Statement on Educational Mobility dated March 1991 states "that articulation arrangements between institutions that specify the coordination and recognition of program and course content (transfer credits) are efficient and effective methods of assuring the educational mobility of individual graduates" (p.1). The statement further reveals "that awarding of transfer credits is most appropriately based on course content and learner outcomes in addition to course numbers and/or class (year) placement" (p.1). Schools are also urged to expand current efforts to assure and facilitate the educational mobility of individual nurses by developing articulation arrangements that specify policies regarding transfer of academic credits for graduates of identified programs. Additionally, alternative methods will be needed to validate prior learning of individuals who are not covered by an articulation program arrangement. Finally, the articulation arrangement should address the quality of several aspects of the nursing education programs. These aspects include: curriculum; qualified faculty, admission and progression policies; clinical practice experiences; and program outcomes such as graduation rates, passing rates on state licensing exams, employer and alumni surveys.

Prior NLN statements have recommended that both the LPN and the ADN program be accredited by the NLN, and that "blanket credit" not be awarded. Existing NLN criteria for ADN programs assess current practices related to admission and entrance requirements for LPNs.

Greenleaf (1990) provides a summary of NLN's 1989 biennial convention on educational articulation. The article states that the passed resolution directs that a committee be appointed to: (1) study articulation of educational programs that will facilitate career mobility for nurses and (2) make recommendations on educational standards that will facilitate the development of program articulation.

OBJECTIVE 5 - Explore the philosophy of the Council of Administrators of Nursing Education (CANE) for LPN to ADN Articulation.

The membership of The Council of Administrators of Nursing Education (CANE) is composed of Deans and Directors of the various Nursing Programs in Louisiana. This Council was formed around 1980 to provide information and data on the status of nursing education in Louisiana to the Board of Regents. One of CANE's first projects was to conduct a study on Nursing and Nursing Education in order to project the nursing manpower needs for Louisiana. At this time CANE also administered the legislative stipend monies for graduate nursing degrees as a means of upgrading nursing education within the state.

The following recommendations were included in the Executive Summary of the CANE Report (1987) to the Board of Regents:

1. Increase the accessibility of practical nurses to the R.N. preparation level (p. I-22).

2. Explore the feasibility of utilizing existing facilities and resources for nursing in the technical institutes in Louisiana by establishing relationships with nearby universities to provide community based access to R.N. level preparation (p. I-22-23).

3. Determine the processes by which LPN and RN graduates can articulate more smoothly to a higher level program (p. I-24).

4. Encourage cooperation and articulation among programs (p. I-26).

A conclusion stated that "There is a need to establish cooperation among nursing programs to foster articulation" (p. I-26).

The Interim Report (March, 1990) of CANE's Subcommittee on articulation indicates that a PLAN has not been developed to incorporate guidelines for articulation to facilitate career mobility of nurses in Louisiana at this time. The committee did note that the similarities among programs outweigh the differences. The report further states that "Variations in nursing curricula were noted, but were due to the philosophical differences among faculties regarding nursing education" (p. 1).

In summary, CANE is supportive of articulation methods at all levels of nursing education.

OBJECTIVE 6 - Explore requirements of the Louisiana State Board of Nursing for LPN to ADN articulation.

Criteria for Louisiana ADN programs admitting LPNs states that "Placement and advisement in the program, by examinations, previous education, or both, shall be consistent with the parent institution" (p. 520). Additional criteria state that "Major Curriculum Changes shall be approved by the board at a regularly scheduled meeting of the board at least six months prior to the date of implementation" (p. 523).

The Louisiana State Board of Nursing does not specifically address criteria for articulation between a Licensed Practical Nurse (LPN) and an Associate Degree in Nursing (ADN) program. However, in Section 3517-Student Selection and Guidance, policies relating to admission, placement and advisement, transfer, termination, and graduation are required.

The National Council Licensure Examination-Registered Nurse (NCLEX-RN) is a nationally standardized licensing examination that measures minimum safe practice of professional nursing. This examination is administered twice a year to graduates from programs approved by the State Board of Nursing. Graduates from ADN and BSN, (and a few generic Master of Science nursing programs in the U.S., though not in La.) nursing programs are eligible to write this examination to become beginning practitioners of professional nursing (Registered Nurse).

In summary, success rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for LPN students graduating from ADN and BSN programs in Louisiana seems to be satisfactory, as all programs have an overall high success rate on this examination for all of their graduates.

OBJECTIVE 7 - Status of articulation in other Louisiana programs.

A survey by phone and of University catalogs of the six ADN Programs in Louisiana indicates that all programs provide some type of advanced placement/educational mobility for the LPN student; although, no separate programs exist at this time specifically for the LPN student. One program teaches the generic nursing courses to LPN's in the hospital setting. Two programs offer a transition course, while other programs admit the LPN after challenge examinations into a regular generic nursing course. The LPN student may also elect to enroll, without challenging, into the first nursing course. The number of courses that an LPN student can challenge ranges from two to four, or from 12 to 14 credit hours.

All programs admit qualified LPN students based on availability and have no established quotas. All but one program utilizes teacher-made challenge examinations, and this program utilizes the NLN Pre-Nursing and Guidance Examination. (Other common standardized examinations available are the Mosby's P.N. Assess-Test, the NLN Nursing Mobility Profile I, and the ACT-PEP Test.)

The GPA requirement ranges from 2.0 to 2.6. Most LPNs through challenge examinations can complete the program in one year. Many students complete the general education courses before beginning the nursing courses. Most programs admit from 12 to 20 LPNs per year. Some programs admit only in the summer; others admit fall and spring. All programs have an overall high success rate on the NCLEX-RN examination for all of their graduates. A copy of this survey is included in Appendix D.

OBJECTIVE 8 - Establish an Advisory Committee.

Establishing an Advisory Committee was one of the first activities conducted by the research committee. The first meeting was held on September 25, 1990 from 10:00 to 12:00 Noon. The purpose of this meeting was to inform LSUA administration and faculty, Nursing administrators of area health care facilities, Vo-Tech programs, and the Licensing Boards about this research proposal and to establish an advisory committee. Invitations were mailed to all LSUA nursing faculty, LSUA Administrators, Directors of Nursing in area health care facilities, Vo-Tech programs, the LPN Board, and the LSBN. Materials distributed included an agenda, the Research Proposal's Statement of the Problem, Objectives, Educational Significance, and a Revised Plan of Work. Twenty individuals attended. A copy of these materials is included in this report as Appendix E.

The Advisory Committee met for a second time during Dr. Spink's October 29 and 30, 1990 consultation visit. At this time, Dr. Spink presented a paper on Articulation and met with faculty and the advisory council. A total of 93 invitations to attend Dr. Spink's presentation were mailed to individuals on the previous mailing list, as well as, area political leaders, other Universities throughout the state, the Board of Regents, and LSUA faculty. Approximately 40 people from throughout the state attended. The agenda for this meeting is included as Appendix F.

The Advisory Committee met with the faculty and University Administration for a third meeting February 19, 1991. Twenty-four individuals from the area health care facilities and Vo-Tech Programs were invited to meet with the Research Team and the LSUA Nursing Faculty. Seven nurses from the area facilities attended this update meeting with the nursing faculty. The results of the LPN survey, information

from the site visits, and the literature review were discussed. Copies of the agenda, the survey report, and the literature review were distributed and discussed. A final copy of this report will also be mailed to these individuals.

The Louisiana State Board of Nursing (LSBN) will receive progress reports on the LPN to ADN Articulation Plan at LSUA and is free to offer any direction or input as deemed appropriate. The LSBN declined active membership on the advisory committee, as formal approval of the program may be necessary. The research team also invites any level of participation on the advisory committee that the State Department of Education deems appropriate. The State Department of Education will also be provided any outcome results or materials produced by the LSUA Nursing Research Team. The LSUA research team plans to meet weekly throughout the 1991-92 academic year for curriculum analysis and with representatives from the Vocational Technical Institute as needed for curriculum comparison. Following faculty approval, developments will then be shared with the Advisory Committee for additional input.

OBJECTIVE 9 - Develop communication processes and a cooperative plan with the Alexandria Vocational Technical Institute's LPN program.

Mrs. Pat Juneau, Director, Alexandria Vocational Technical Institute and Mrs. Barbara McCarty, Director, LPN Program have agreed to serve on the Advisory Council for LSUA, Division of Nursing's LPN to ADN Articulation Project. Mrs. Juneau attended the September, 1990, meeting. Mrs. Juneau and Mrs. McCarty attended the October 29 and 30 meetings with Dr. Spink. Mrs. McCarty attended the February 19 Update Meeting. The final copy of this report will be disseminated to members of the advisory committee. The research committee has obtained a copy of the LPN curriculum from Mrs. Juneau. LSUA's agenda for pursuing the next phase (curriculum analysis during the 91-92 academic year) of the articulation project will be coordinated with Mrs. Juneau. Objectives and outcome competencies will be compared to determine the commonalities between the two programs. Methods to validate prior learning will be determined as well as admission standards.

Finally, evidence of other activities related to implementation of the grant are included as Appendix H.

PREPARED BY:

Mattie L. Caldwell
Dr. Mattie L. Caldwell, Project Director
Director, LSUA Division of Nursing

Marcia Armand
Marcia Armand, MSN, RN
Associate Professor

Wanda Guidry
Wanda Guidry, MSN, RN
Associate Professor

APPENDIX A

LITERATURE REVIEW

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

LITERATURE REVIEW

Introduction

In light of the nursing shortage, a rapid increase in technology, and the educational movement toward a philosophy of adult education, there is a pressing need for nursing education to facilitate articulation of the adult learner through the next level of nursing education. A philosophy of adult education, when used as an approach to teaching, recognizes the unique learning needs of the adult learner and promotes education as a lifelong learning process. Licensed Practical Nurses (LPN's) represent a large proportion of stable workers within the health care delivery system. Increasing numbers of these individuals are entering associate degree nursing programs to advance their knowledge, work skills, and career opportunities. Articulation could make this process more appealing than current practices.

A national survey (October 1990) of undergraduate, diploma, and LPN programs by the Nursingworld Journal revealed that LPN enrollment increased in 1990 by 28.85% over 1989. The Data Monitor's (NLN, 1990) survey of newly licensed registered nurses in 1990 reports that "of the total associate degree graduates surveyed, 41% practiced as practical/vocational nurses prior to obtaining licensure" (p. 1). Results of this survey indicate an important future need for articulation.

Perlich, Hopkin, Kalunian, LeGault, and Fried's (1989) description of the LPN returning to the classroom is consistent with the definition of an adult learner. In adult education, the adult learner is characterized as being motivated to learn and having the additional responsibility to integrate the role of student with other adult roles such as spouse, parent, and employee (Darkenwald G. G. & Merriam S. B., 1982).

Purpose

The purpose of this paper is to assess the current status of articulation between practical nursing and Associate Degree Nursing (ADN) programs. Additionally, the various methods and practices that represent some form of educational mobility rather than the more commonly accepted practice of challenge examinations will be analyzed.

Articulation

Articulation has been talked about for some time but has received serious consideration as educational policy only during the past decade. Knoell (1990) distinguishes between transfer and articulation. Transfer is the process of reviewing and admitting applicants for advanced standing, while articulation is the process for aligning courses and programs that are offered by two or more institutions. Knoell further states that:

> common or articulated numbers may be useful for lower division courses that are found by different institutions to be equivalent, but articulation should also encompass courses taken 'in lieu of' equivalent courses; that is courses with different content or methodology that share outcomes and objectives. (pp. 40-41)

Spink (presentation, LSUA, Alexandria, LA October, 1990) describes articulation as a systematic, planned process that provides for validation of prior learning by comparing curricular content and objectives. Through this process, a program is designed that builds on prior learning and avoids duplication of content.

Similarly, the Colorado Task Force on Entry into Nursing Practice (January 1989) defines articulation as "a planned process linking two or more educational systems to help students make a smooth transition from one level of program to another without experiencing delays or duplication of learning" (p. 5). Validation of prior learning through achievement of educational objectives and outcomes, an articulation program between schools, allows for less barriers and provides an alternative to the more commonly used methods of challenge examinations.

Waters (1989) suggests that many of the barriers inhibiting educational mobility in nursing may be based on historical and ideological factors that have shaped American nursing since its 19th century beginning. Further discussion

indicates that a radical transformation in how we think, what we do, and most assuredly, how we teach, will be required to change this phenomenon.

In support of articulation as a method of educational mobility, Perlich, et al. (1989) indicate that the majority of the ADN programs "reported that granting credit for prior learning decreased the amount of time required to complete the program, thus decreasing the time, money and energy needed for the LPN to become an RN" (p. 265). Therefore, when recognition and credit are awarded for content that is taught in the preceding program, then a systematic movement to the next highest level of the professional ladder is provided.

Historically, the need for articulation in nursing first received serious attention in the 1970 report of the National Commission for the Study of Nursing and Nursing Education. This report, also entitled "An Abstract for Action" and directed by Jerome P. Lysaught, recommended that funds be appropriated to study articulation of educational systems. The 1980 study by The National Commission on Nursing also identified a need to include educational mobility in nursing (Ellis & Hartley, 1988).

Greenleaf (1990) summarizes the action of the National League for Nursing's (NLN) 1989 biennial convention on educational articulation. The passed resolution directed that a committee be appointed to: (1) Study articulation of educational programs that will facilitate career mobility for nurses, and (2) Make recommendations on educational standards

that will facilitate the development of program articulation.

The most common practice in providing articulation or educational mobility has been to compare degree plans among universities for equivalency of general education courses and to allow challenge examinations for the nursing courses. Williams and Gallimore (1987) point out that with the American Nurses Association's position on Entry Level to practice and changes in health care delivery, there is a need for LPN's to obtain advanced nursing knowledge. Further analysis indicates that while titling of the two levels of nursing education (BSN and ADN), as proposed by ANA and the National Federation of Licensed Practical Nurses (NFLPN), is still controversial, it appears that the minimum educational preparation required for nursing practice in the future will be the associate degree (Williams & Gallimore, 1987).

Recently, rigorous scientific studies by nurses, often times doctoral dissertations, have lead to a scientific process for documentation of prior learning. This process involves comparing philosophies, outcomes, objectives, and content between programs to identify common knowledge taught. If both programs hold comparable accreditation credentials and are within the same educational system, then the basis exists for granting credit for content that the student basically already has.

In Louisiana direct transfer of credit for prior learning, after validation, could occur more easily between ADN and BSN than between LPN and ADN programs. The reason for

this is that LPN education occurs in the Vo-Tech System, which is governed by the Board of Elementary and Secondary Education, while the university (higher education) system is administered by the Board of Trustees for the State Colleges and Universities; and the LSU Board of Supervisors which administers the LSU System. Ultimately, the Board of Regents is the final approving body for higher education. Currently, transfer from an LPN to an ADN program is not feasible, possibly because these programs are administered by separate educational boards. Another difficulty lies in the fact that none of the LPN programs in Louisiana are NLN accredited. Information gathered indicates that this is due more to a lack of funds - rather than to not necessarily meeting NLN's criteria for accreditation of an LPN program. So, in Louisiana, one approach may be to perform a curriculum analysis for LPN and ADN programs and design a program specific for articulation from the LPN to the ADN program.

Types of LPN to ADN Articulation Programs

Programs articulating to provide educational mobility are frequently referred to as the career ladder (multiple-entry multiple-exit) or the two-plus-two curriculum. According to Ellis and Hartley (1989) directly articulated programs between lower-level and higher-level programs facilitate opportunities for nurses to start and stop at some point on the educational ladder. In a career ladder approach to licensed practical/ associate degree nursing education, the student ideally would spend one year preparing to be an LPN and another year

completing the associate degree. Under this concept, the student could then earn a baccalaureate degree at another institution after two more years of study, and then continue work toward a master's degree. The literature review indicates that few programs offer separate tracks geared to LPN needs, though several recent articles describe specific program designs for returning LPNs (Boyer, et al., 1989; Colorado Task Force, 1989; Kraus & Wilson, 1987; Neidlinger, Koch, & Laprade, 1988; Perlich, et al., 1989; "Plowing" 1988; Sullivan & Quaintance, 1990; Williams & Gallimore, 1987). Several types of programs are described below.

In Minnesota a consortium between different universities provides a ladder (multiple-entry, multiple-exit) program consisting of four levels: nursing assistant, practical nurse, ADN, and baccalaureate degree nurse (Ellis & Hartley, 1988). New Mexico Junior College also has a ladder concept program.

Sullivan and Quaintance (1990) describe a unique LPN to ADN Bridge Program to upgrade hospital LPNs to ADNs. The community college would teach its three-semester nursing courses at the hospital, while general education courses would be taken at a nearby university and transferred to the community college for the ADN curriculum. The hospital paid the university for two faculty salaries and tuition for 22 hospital-employed LPNs. Programs similar to this are currently being planned between LSU Medical Center's ADN program and East Jefferson Medical Center, New Orleans, LA as well as between Nicholls State University, Thibodaux, LA and

West Jefferson Medical Center, Gretna, LA.

Perlich et al. (1989) also describe a similar project between Pima Community College, Tucson, Arizona, and Tucson Medical Center. However, in this situation, initial courses were designed to strengthen and meet the unique learning needs of the hospital LPNs.

The Colorado Task Force on Entry into Nursing Practice (January 1989) recommended that "by 1990, LPN and ADN educators shall formulate articulation plans for the acceptance of nursing education courses from the practical nursing to associate degree in nursing level or higher" (p. 3). Thus, the recent agreement between Colorado's 30 public and private nursing schools to cut red tape and allow nurses to more easily advance their education will encourage nurses to seek advanced education. The Colorado Nursing Articulation Model (CNAM) will eliminate most "challenge testing" which has required nurses seeking advanced degrees to be tested on previous education. By validating present course work, costly and time consuming testing will not be necessary for most nurses in Colorado. Prior nursing education credits will be held "in escrow" until a full semester of full-time nursing study has successfully been completed.

LPN's or ADN's will receive approximately one year of credit for their previous nursing course work when pursuing the ADN or BSN. LPN's and ADN's who earned their degrees outside Colorado from an NLN accredited program will also be able to pursue advanced degrees without testing. This program

completing the associate degree. Under this concept, the student could then earn a baccalaureate degree at another institution after two more years of study, and then continue work toward a master's degree. The literature review indicates that few programs offer separate tracks geared to LPN needs, though several recent articles describe specific program designs for returning LPNs (Boyer, et al., 1989; Colorado Task Force, 1989; Kraus & Wilson, 1987; Neidlinger, Koch, & Laprade, 1988; Perlich, et al., 1989; "Plowing" 1988; Sullivan & Quaintance, 1990; Williams & Gallimore, 1987). Several types of programs are described below.

In Minnesota a consortium between different universities provides a ladder (multiple-entry, multiple-exit) program consisting of four levels: nursing assistant, practical nurse, ADN, and baccalaureate degree nurse (Ellis & Hartley, 1988). New Mexico Junior College also has a ladder concept program.

Sullivan and Quaintance (1990) describe a unique LPN to ADN Bridge Program to upgrade hospital LPNs to ADNs. The community college would teach its three-semester nursing courses at the hospital, while general education courses would be taken at a nearby university and transferred to the community college for the ADN curriculum. The hospital paid the university for two faculty salaries and tuition for 22 hospital-employed LPNs. Programs similar to this are currently being planned between LSU Medical Center's ADN program and East Jefferson Medical Center, New Orleans, LA as well as between Nicholls State University, Thibodaux, LA and

West Jefferson Medical Center, Gretna, LA.

Perlich et al. (1989) also describe a similar project between Pima Community College, Tucson, Arizona, and Tucson Medical Center. However, in this situation, initial courses were designed to strengthen and meet the unique learning needs of the hospital LPNs.

The Colorado Task Force on Entry into Nursing Practice (January 1989) recommended that "by 1990, LPN and ADN educators shall formulate articulation plans for the acceptance of nursing education courses from the practical nursing to associate degree in nursing level or higher" (p. 3). Thus, the recent agreement between Colorado's 30 public and private nursing schools to cut red tape and allow nurses to more easily advance their education will encourage nurses to seek advanced education. The Colorado Nursing Articulation Model (CNAM) will eliminate most "challenge testing" which has required nurses seeking advanced degrees to be tested on previous education. By validating present course work, costly and time consuming testing will not be necessary for most nurses in Colorado. Prior nursing education credits will be held "in escrow" until a full semester of full-time nursing study has successfully been completed.

LPN's or ADN's will receive approximately one year of credit for their previous nursing course work when pursuing the ADN or BSN. LPN's and ADN's who earned their degrees outside Colorado from an NLN accredited program will also be able to pursue advanced degrees without testing. This program

was implemented January 1, 1991 (The Community, Technical, and Junior College Times, September 25, 1990, p. 6).

Admission Criteria

Various types of basic patterns or approaches designed to achieve upward/educational mobility in nursing usually consist of advanced placement based on challenge examinations or standardized tests, such as the NLN mobility Profile I test, the ACT-PEP, or Mosby's P.N. Assess Test. On the other hand, admission requirements for an LPN to be accepted into an ADN program vary from school to school. A national survey (Pullen, 1988) of NLN accredited ADN programs indicates inconsistencies in providing special considerations for prior learning and experiences. Some type of advanced placement is offered by 91% of the programs, with 84% providing challenge examinations.

According to Pullen, though NLN's 1985 statement was against awarding credit without validating previous learning, 16% of the AD programs award blanket credit for LPN's, based on licensure or experience as a military corpsman. Other requirements were a minimum acceptable NCLEX score, prior work experience of specific duration, and a specific minimum LPN program and College grade-point averages. Sullivan and Quaintance (1990) report the additional use of references. Pullen's study (1988) indicates an approximate 20% increase in the number of ADN programs admitting LPNs with advanced standing either through placement examinations or blanket

credit, over Williams and Gallimore's study (1987) of 72% just the previous year.

In Perlich et al. (1989), NLN Basic Nursing Examinations were used for advanced placement. This exam tested material normally covered in the first two clinical semesters. A passing score of 75% was set by the college. Those passing the examination received course credit.

According to Pullen's 1988 study, forty-nine percent of the schools require challenge examinations, but only one-third use nationally standardized examinations to validate theoretical knowledge. An average of ten credit hours of nursing courses may be challenged. A few schools use a portfolio examination and provide approval on an individual basis. Pullen (1988) further points out that validation of clinical skills is not required in all programs.

Each year Randolph Technical College (RTC), Asheboro, North Carolina, admits twenty students with the following criteria: high school graduate, grade of C in high school biology and math, 3.0 GPA in an approved LPN program, current state LPN licensure, one year work experience as an LPN, 12th grade level performance on placement tests in English, reading, and math, a reference from an LPN faculty and immediate supervisor, and absence of health problems (physical and emotional) that would interfere with safe nursing practice. Remedial work is available, and admissions are on a first-come, first-serve basis (Williams & Gallimore, 1987).

A telephone and university catalog survey of ADN programs in Louisiana reveals that all programs provide some type of advanced placement/educational mobility for LPNs. However, none at this time have ADN completion programs designed specifically for LPNs. Two schools offer transition courses. The general practice for admission is to use teacher-made challenge examinations to determine entry placement level. At this point, the LPN student is then placed in the appropriate generic course along with the other generic nursing students. All programs also will allow the LPN to be admitted to the first generic nursing course if they so desire. The number of credit hours that can be challenged range from 12 to 14. The GPA requirement ranges from 2.0 to 2.6.

Approaches to Curriculum

Various approaches to curriculum development also exist. Pullen (1988) states that in some programs separate courses are designed for the LPN's needs. Also, in support of this position, Williams and Gallimore (1987) propose a separate program designed specifically for the learning needs of the LPN, rather than admitting LPN's to generic ADN programs. This decision is based on two main premises: (1) frustration exists at having to repeat a great deal of prior learning, and (2) many LPNs have not had recent formal educational experiences and therefore lack confidence in their academic abilities. Other factors were loss of income and role strain. Another variation in curriculum follows the challenge

examinations with a transition course, and then enrollment in regular courses with generic students.

In Perlich et al. (1989), a six-week special clinical course was arranged for LPN's who were unsuccessful on the NLN Basic Nursing Examination. This course included, "a theory-based lecture course with one skills lab" (p. 266). Theory focused on the role of the RN and rationale for nursing actions and required papers and examinations. Students passing the examination enrolled in the third clinical course, which included lecture, skills lab, and clinical experience. Baccalaureate prepared nurse preceptors were used for the clinical experiences which were designed during regular work hours at the hospital. This method decreased the length of the course work by one semester.

Williams and Gallimore (1987) describe the Nursing Education Options Program (NEO) developed by the North Carolina Department of Community Colleges to address educational mobility for LPN's as an excellent example of a multiple entry/exit program leading to an ADN. With advanced standing, LPN's usually enter in the fourth quarter of the curriculum.

Due to the inherent difficulties in mixing generic and LPN students, Williams and Gallimore (1987) suggest that ADN programs be developed specifically for the LPN. This study suggests that combining LPNs and generic students increases the LPN students' lack of confidence in their academic abilities, as many LPNs entering a generic ADN Program have

not had recent formal education experiences. Two programs of this nature have been developed in New York, and another one at Rose State University, Midwest City, Oklahoma. Rose State University admits only LPN's and licensed paramedics. Military medical corpsmen will soon be admitted. This program takes one year to complete. This is similar to BSN completion programs for RN's.

Another ADN program developed specifically for LPN's and similar to those previously described was established at Randolph Technical College (RTC), Asheboro, North Carolina, in 1982. At the beginning of the nursing transition course, Mosby's P.N. Assess Test and the NLN's Mobility Profile I are administered to measure knowledge in all areas of clinical practice. Individual learning activities are then planned. The transition course documents competency in basic skills, presents basic concepts of role theory, and compares NLN practical nurse and associate degree nurse competencies as well as the legal roles as defined by the Nurse Practice Act.

Additionally, the Nursing Process is presented with emphasis on nursing diagnosis, beginning physical assessment skills, and principles of teaching/learning that are not typically included in a practical nursing program. Two hospital lab periods provide an opportunity for clinical application of the nursing process. Students then take Family Health, Mental Health, and Medical-Surgical Nursing. Course objectives, theory, and clinical experiences are designed to build upon prior knowledge (i.e. medical-surgical nursing

builds upon prior knowledge in the previous courses). The RTC Curriculum Model combines courses in advanced nursing, biological, and social sciences and general education. Clinical includes exposure to all three shifts (Williams and Gallimore, 1987).

Retention rate has been high, with only one to two students withdrawing for various reasons from the three classes of 20, 13, and 17 students admitted. NCLEX results were 100% passing and 92% passing for the first two classes. In summary, students felt that all LPN classes provided an important source of social support (Williams and Gallimore, 1987).

Hinds Community College, Jackson, Mississippi has an LPN to ADN Articulation Program which teaches a bridge course, while holding equivalent transfer credit in escrow. Following successful completion of the bridge course, the LPN is then admitted to regular nursing courses along with the generic students.

Valencia Community College, Orlando, Florida, is similar in the initial structure to Hinds Community College. However, LPN students were taught separately until the last course but currently are being taught separately throughout the program. Some courses are designed specifically for the LPN needs, and the other courses are just taught separately to the LPNs.

The interim report of CANE's subcommittee on articulation (March 1990) indicates that a plan has not been developed at this time which incorporates guidelines for articulation to

facilitate career mobility of nurses in Louisiana. The committee did note that the similarities among programs outweigh the differences. The report further states that "Variations in nursing curricula were noted but were due to the philosophical differences among faculties regarding nursing education" (p. 1). Further, one of the recommendations of the Executive Summary in the CANE Report to the Board of Regents (1987) was to increase the accessibility of practical nurses to the RN preparation level.

LSBN does not specifically address criteria for articulation from an LPN to an ADN program. However, in Section 3517-Student Selection and Guidance, policies relating to admission, placement and advisement, transfer, termination and graduation are required. NCLEX-RN success rate for LPNs seems to be satisfactory within the Louisiana programs.

Summary

In summary, there seems to be an active push across the nation to develop articulation guidelines, practices, and/or programs. Articulation is viewed as an alternative to challenge examinations. Practices related to admission criteria and approaches to curriculum development vary, but many commonalities also exist. Admission criteria generally requires different types of placement examinations, a certain GPA, work experience, and licensure and/or experience as a military corpsman.

Curriculum development generally centers around the outcome criteria and specifically identified common content

and objectives. A bridge course is designed as a transition to Associate Degree Nursing. After this, the student may be admitted to classes with other generic students, integrated with generic students in the last course only, or remain in a tract designed specifically for the LPN's learning needs.

Conclusion

The review of the literature indicates that as long as the LPN's socialization to the ADN role and academic needs are met, the likelihood of success for a smooth articulation through an ADN program is great. Role transition, it seems, may require at least as much effort/frustration as initial role adjustment. In conclusion, the LPN, in Louisiana, has been highly successful on the NCLEX.

References

Boyer, D. C., Senturia, B. B., & Palisin, H. (1989). Accelerated LPN-RN Nursing Education: Is Role Socialization Lost Along the Way? Journal of Nursing Education, 28(8), 361-365.

Colorado Task Force on Entry into Nursing Practice, (January 1989). Recommendations to the State of Colorado Concerning Entry into Nursing Practice.

Darkenwald, G. G. & Merriam, S. B., (1982). Adult Education: Foundations of Practice. New York: Harper & Row, Publishers, Inc.

Ellis, J. R. & Hartley, C. L. (1988). Nursing in Today's World: Challenges, Issues and Trends, (3rd ed.). Philadelphia: Lippincott.

Executive Summary, (1987). Council of Administrators of Nursing Education, State of Louisiana.

Greenleaf, N. P. (1990). Overcoming Barriers to Educational Mobility in Nursing. Nursing Forum, 25(3), 23-29.

Haussman, T. F. (1990). Nursing School Enrollment Up 9.5 Percent In 1990. Nursingworld Journal.

Interim Report, (1990). Council of Administrators of Nursing Education, State of Louisiana.

Knoell, D. M. (1990). Transfer & Articulation. AACJC Journal, 38-41.

NLN (1990), The Source for New Research Reports from NLN's Division of Research. The Data Monitor.

Perlich, L. J., Hopkin, L. A., Kalunian, K., LeGault, G., & Fried, M. (1989). The LPN-ADN Articulation Project. Journal of Nursing Staff Development, 265-268.

Professional and Occupational Standards. Compiled by Office of the State Register, (February 1986). LAC, 3, Title 46, 520 & 523.

Pullen, C. H. (1988). Are we Easing the Transition From LPN to ADN? American Journal of Nursing, 1129.

Staff. (September 25, 1990). Agreement Encourages Nurses to Seek Advanced Education. The Community, Technical, and Junior College Times, 2(19), 6.

Sullivan, N. J., & Quaintance, M. M. (1990). A Unique LPN to ADN Bridge Program. Nursing Management, 21(3), 14-15.

Waters, V. (1989). Transforming Barriers in Nursing Education, In N.P. Greenleaf. Overcoming Barriers to Educational Mobility in Nursing, Nursing Form, 25(3), 23-29.

Williams, C. & Gallimore, K. (1987). Educational Mobility In Nursing: LPN to RN. Nurse Educator, 12(4), 18-21.

APPENDIX B

SITE VISIT REPORTS

SITE VISIT REPORT
HINES COMMUNITY COLLEGE

In November, 1990, two research assistants visited Hines Community College of Jackson, MS, for the purpose of gathering data relative to the articulation program for LPN's to ADN's. The selection of this particular community college for the site visit was based upon referral given by the Mississippi Board of Nursing for a program actively involved in articulation.

The "Advanced Placement Program for LPN's in the ADN Program" has been in place five years. Recently the program was evaluated and the faculty developed a second option for articulation. Option II, when implemented, will result in the phasing out of Option I.

The newly developed program (to be implemented Summer 1991) provides opportunity for the LPN to complete the entire component of the program in one calendar year, provided pre-requisite course work has been completed. After completing 24 hours of pre-requisites the LPN enters the nursing component through a ten-week summer transition course. This transition course assists in updating student needs and meeting objectives of the first year ADN program and those not met in the LPN program. By the end of the summer session, students test out of Nursing Science I (8 hrs.) and Nursing Science II (9 hrs.) and enter the regular second year of the ADN program in the fall.

Option I, in which some students are currently enrolled, allows students to challenge the first semester of the Nursing program (Nursing 118) and if successful to enroll in Nursing Science II. Students will then finish in three semesters. Students must have completed the first semester of pre-requisite courses before becoming eligible to challenge nursing 118.

All students must have an ACT of 18 and students applying for Option II must be "exceptional." "Average" students will not be successful in Option II though they may be successful in Option I.

SITE VISIT REPORT
VALENCIA COMMUNITY COLLEGE

In January 1991, the Director of the research project, Dr. Mattie L. Caldwell, and a research assistant, Wanda J. Guidry, visited Valencia Community College of Orlando, Florida. The College of Nursing provides a curriculum for the LPN which is separate from the generic ADN program. This program (LPN/ADN) is designed to meet the learning needs of the LPN.

The LPN/ADN transition tract is a 3 semester, 63 hour program while the generic program is an 80 hour, 5 semester program. Once the 18 hours of prerequisites have been completed, the student enters the nursing portion of the curriculum, which provides transition courses developed specifically for the LPN.

Twenty-one hours of nursing are completed by the LPN rather than a total of 49 hours by the generic ADN student. Faculty and students alike have found the program builds self-confidence and is less frustrating since validation of previous learning by challenge exams is not required. Additionally, the attrition rate is low in the LPN/ADN courses, and the success rate has been high on the NCLEX.

FEASIBILITY STUDY: LPN TO ADN
Site Visit # 3
Research Assistant: Wanda J. Guidry

Location: Front Range Community College
Westminister, Colorado

Consultant: Alma Muellen, RN, EdM
Chair, Nursing Program
Vice-President, Colorado Council on Nursing Education (CCNE)
Steering Committee Member, Colorado Nursing Articulation Model

The Colorado Nursing Articulation Model was initiated and developed by the Colorado Council on Nursing Education and is the first model of its kind in the nation. Under the model, Licensed Practical Nurses (LPNs) from Colorado schools are able to progress to the Associate Degree level without testing to verify previous nursing knowledge. Students articulating to the AD level may be awarded nursing credits equivalent to approximately one year of nursing courses in the program they are entering.

To formulate a model for state-wide articulation which facilitates progression of students with minimal repetition, CCNE brought together faculty members from all Practical and Associate Degree Programs in the state. These educators agreed that there is a common core of knowledge, attitudes, cognitive, and psychomotor skills which graduates of Practical and Associate Degree Programs should attain. However, there are distinct differences in the breadth, depth, and scope of preparation and knowledge of each type of graduate. In

addition, educators also agreed that the commonly used challenge testing to verify previous knowledge was expensive, time-consuming, and discourages nurses from seeking further educational degrees.

Within the articulation model, students are able to progress without testing for two reasons:

1. Validation of curricula content occurred by faculty members from all Practical Nursing and Associate Degree programs.
2. Validation of individual knowledge occurred through a process of placing nursing credits in escrow until an equivalent of one full semester of nursing course work is successfully completed.

Content validation resulted from committees composed of representatives from each nursing program in the state and from each specialty area of Med-Surg, Pediatrics, Maternal Child, and Psychiatric Nursing. With permission, the ACT Proficiency Exam Test outlines were utilized as a framework for content validation. A composite form was compiled demonstrating content and leveling of content for each program. Through this process, content over-lapping and deficiency areas were identified with every program in the state making adjustments to meet the challenge of articulation.

The articulation model makes provisions for the use of National Standardized Exams (ACT/PEP or NCN Mobility Profile I) for out-of-state Practical Nurses graduating from non-

collegiate programs. Provisions are also made for LPNs who did not graduate within the last ten years. Through these exams, credits may be obtained for the first year of nursing course work. NLN accreditation is the accepted alternative validation of content for Practical Nurses who graduated from out-of-state college programs. Additionally, the model established guidelines for the development and implementation of refresher courses.

The Colorado model will be implemented between January 1, 1991 and January 1, 1992 by all Colorado programs. An evaluation plan will be in effect by January 1992. Overseeing implementation and evaluation of the model will be the responsibility of the Colorado Council on Nursing Education. The Colorado Nursing Articulation Model provides for direct transfer of prior knowledge from the Licensed Practical Nursing to the Associate Degree in nursing level of education. Thus, this process eliminates the current practice of administering challenge examinations to each applicant to document content in the ADN curriculum which the applicant has already mastered.

APPENDIX C

LPN SURVEY RESULTS

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA
8100 Highway 71 South
ALEXANDRIA • LOUISIANA • 71302-9633

DIVISION OF NURSING
TEL. (318) 473-6458

October 15, 1990

Dear LPN:

A faculty research committee at LSUA has received a grant to investigate the feasibility of an LPN to ADN articulation program. Part of the study involves a needs assessment to determine interest and likely participation in such a program.

Please complete the following questionaire so that we may have your input for our study. We expect to publish the results of the study in the spring of 1991.

Please return your completed questionaire by November 1, 1990.

Thank you,

Mattie L. Caldwell

Mattie L. Caldwell, Ph.D., R.N.
Director, Division of Nursing

MLC:ly

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA
Division of Nursing

NEEDS ASSESSMENT

1. Name and address of your nursing program:

   _____

   _____

2. Date of graduation._____Date of licensure_____.

3. Have you completed additional courses toward an associate degree in nursing? ____Yes _____No

4. If yes, approximate number of hours completed.
   _____3-9 _____9-18 _____18 or more

5. How would you describe your level of interest in pursuing a degree in nursing?
   _____High _____Moderate _____Low _____None

6. What type of additional nursing education are you interested in pursuing?
   _____ADN _____BSN _____Undecided _____None

7. Would you continue your education on a_____full time or a____part-time basis?

8. Which of the following would describe your employment status should you continue your education?
   _____Full-time _____Unemployed
   _____Part-time, # of hours_____

9. What would be your major source of financial support if you continued your education?
   _____Self-support _____Spouse ____Unknown
   _____Employer _____Grants, scholarships, etc.

10. How many years have your practiced as an LPN?
    _____0 - 5 _____11 - 15 _____ 21 - over

11. Are you currently employed____full-time;____part-time;
    _____none?

12. In what type of practice setting are you currently employed?
    _____Hospital _____Home Health
    _____Clinic _____Long term care (Nursing Home)
    _____Doctors office _____Other _____(Name)

13. What is your major area of practice?
    _____Med-surg _____Rehab _____Psy
    _____OB _____Reds _____Other____(Name)
    _____Speciality Care_____(Name)

Fall 1990

FEASIBILITY OF AN LPN TO ADN ARTICULATION PROGRAM AT LSUA

RESULTS OF THE LPN SURVEY

The Office of Vocational Education, Louisiana State Department of Education funded the "Feasibility of an LPN to ADN Articulation Program at LSUA" research activity. The project was predicated on the belief that, if the time required for Licensed Practical Nurses (LPNs) to complete the associate degree program in nursing is shortened significantly, more registered nurses (RNs) will be available to fill available jobs in the communities served by LSUA.

An LPN mailing list was obtained from the Louisiana State Board of Practical Nurse Examiners, which included names of new and experienced health-care providers in the region served by LSUA. Survey instruments were mailed to the 1993 names on this list currently residing in the nine-parish area served by LSUA.

Of 601 responses 250 (41.6%) of these LPNs had trained at the Alexandria Regional Technical Institute. The next largest group of respondents, 64 (10.65%) received training in Cottonport in Avoyelles Parish.

The seven-parish area from which LSUA draws heavily for students is composed of Rapides, Avoyelles, Allen, Evangeline, Grant, LaSalle, and Vernon parishes. The different training facilities and the number of LPNs who received their training at that facility are summarized below:

Avoyelles Manor (Avoyelles Parish)	1	.17%
Cottonport (Avoyelles Parish)	64	10.65
Rod Brady, Jena (LaSalle Parish)	16	2.66
Huey P. Long, Jena (LaSalle Parish)	325	.32
LaSalle Vocational Technical (LaSalle Parish)	2	.33
Pinecrest State School (Rapides Parish)	1	.17
Briarwood Hospital (Rapides Parish)	1	.17
LSUA (Rapides Parish)	7	1.16
Alexandria Regional Vo-Tech (Rapides Parish)	250	41.60
LSUE (St. Landry Parish)	4	.67
Savoy Medical Center, Mamou (St. Landry Parish)	1	.17
T. H. Harris Vo-Tech, Opelousas (St. Landry)	61	10.15
Savoy Medical Center, Mamou (Evangeline)	1	.17
Lamar Salter Vo-Tech (Vernon Parish)	11	1.83
West La. Vo Tech, Leesville (Vernon Parish)	5	.83

The majority of the respondents received their LPN training at a facility in the immediate coverage area of LSU at Alexandria.

In responding to the question concerning both the date of graduation and the date of licensure, it is interesting to note that one respondent noted a lack of graduation and that licensure was wavered on November 1949. Two respondents graduated between 1950-1954, two indicated they were licensed in 1949, and none denoted licensure between 1950-54. It was also interesting to note that despite the survey being returned during the fall, 1990, six persons reported being licensed in 1991, one person reported a licensure date of 1992, and three persons reported a licensure date of 1993. Of the 606 persons responding to this question, 175 (28.88%) graduated in the period 1980-1984. Only 598 designated a licensure date. Of those, 170 (28.43%) were licensed in the period 1980-1984.

The local research committee members were interested in learning about the years of experience of the respondents to the survey. Over half the group had between six and fifteen years of experience.

How many years have you practiced as an LPN?		
0 - 5	176	29.14%
6 - 10	182	30.13%
11 - 15	142	23.51%
16 - 20	64	10.60%
21 and over	40	6.62%
Total	604	

In response to the question concerning present employment status, over 78% of the respondents were working full time.

Are you currently employed?		
Full time	458	78.16%
Part time	75	12.80%
None	53	9.04%
Total	586	

An attempt was made to ascertain if the LPNs had completed additional courses toward an associate degree in nursing. Some 36.8%, or 223, of the 605 answering this question had completed such course work.

Have you completed additional courses toward an associate degree in nursing?		
Yes	223	36.86%
No	382	63.14%
Total	605	

Two-hundred twenty three responded on the approximate number of hours completed. Ninety-nine (44.39%) had completed over 18 hours; 76 (34.08%) had completed from 3 to 9 hours; and 48 (21.52%) had completed from 9 to 18 hours.

If yes, approximate number of hours completed?		
3 - 9	76	34.08%
9 - 18	48	21.52%
Over 18	99	44.39
Total	223	

There was a definite interest expressed in pursuing a degree in nursing. Of the 606 who answered this question, 387 (63.86%) described their interest as high. Only 32 (5.28%) had no interest in pursuing such a degree.

How would you describe your level of interest in pursuing a degree in nursing?		
High	387	63.86%
Moderate	162	26.73%
Low	25	4.13%
None	32	5.28%
Total	606	

The type of additional education the respondents were interested in pursuing was also addressed. A majority of them were interested in pursuing an associate degree in nursing. In fact, 398 (63.48%) of the 627 responses indicated this degree. Only 36 (5.74%) had no interest in an additional degree. Some of the respondents--85 (13.56%)--were interested in the BSN.

What type of additional nursing education are you interested in pursuing?		
ADN	398	63.48%
BSN	85	13.56%
Undecided	108	17.22%
None	36	5.74%
Total	627	

The survey also attempted to ascertain if the LPNs who returned for an additional degree would do so on a full- or part-time basis. Only 199 (35.22%) indicated they would be full time. The remaining 366 (64.78%) who responded stated they would be part time.

Would your continue your education on a full-time or a part-time basis?		
Full time	199	35.22%
Part time	366	64.78%
Total	565	

It is interesting to note that 300 (50.85%) of the respondents stated they would continue with their employment status as full time should they continue their education. Only 52 (8.81%) stated they would be unemployed. The remainder planned to work part time.

Which of the following would describe your employment status should you continue your education?		
Full time	300	50.85%
Part Time (0-12 hours)	15	2.54%
Part Time (13-24 hours)	157	26.61%
Part Time (25-39 hours)	66	11.19%
Unemployed	52	8.81%
Total	590	

LPNs who project returning to college to pursue additional education have definite ideas on their major source of financial support. Over a third of them anticipate being self-supporting.

What would be your major source of financial support if you continued your education?		
Self-support	302	38.62
Employer	68	8.70%
Spouse	210	26.85%
Grant/Scholarship	153	19.57%
Unknown	49	6.27%
Total	782	

Two additional questions were on the survey. Respondents were queried on the type of practice in which they were presently employed. The responses are arranged in descending order:

Hospital	269
Long Term Care/Nursing Home	152
Doctor's Office	58
Home Health	40
Clinic	29
Other	8
WIC	1
Delta College Assistant Instructor	1
Louisiana Institute of Technology	1
Pro Nurse	1
Instructor	1
Med Express	1
Total	562

The final question was on the major area of practice. There were many varied responses. Only the areas with multiple responses are listed below.

Med-Surg	210
Geriatrics	138
Psych	47
OB	47
General Practitioner	34
Pediatrics	32
Emergency Room	29
ICU	29
Rehabilitative Nursing (Ment & Phys)	20
Rehab	19
Cardiology	10
Ortho	10
Chemical Dependency	7
Neonatal	4
Allergy	3
Specialty Care (Dermatology)	3
Blood Bank	2
Instructor	2
Internal	2
Neuro	2
Oncology	2
Other	2
SCU	2

APPENDIX D

ARTICULATION SURVEY OF LOUISIANA ADN PROGRAMS

TO: ALL ADN PROGRAMS IN LOUISIANA

RE: LPN TO ADN ARTICULATION SURVEY

DIRECTIONS: Please respond to the following items:

ADMISSION PROCESS:	YES	NO
1. What type of program do you have?		
Advanced Placement		
Education Mobility		
A separate Program?		
Special Program for LPN's?		
2. Do you have a special transition course for LPN's?		
3. Are LPN's admitted to the generic first nursing course?		
4. Are LPN's permitted to challenge the first generic nursing course?		

5. How is the number of LPN admissions determined in relation to student who are not LPN's?

_____

_____

_____

6. Are challenge examinations used? ___ ___

If yes, type of Exam: Acceptable Score

Teacher made. _____

NLN Nursing Mobility Profile _____

____ ACT PEP _____

Other: _____ _____

7. What is the total number of courses (_____) and credit hours (____ that the LPN can challenge or place out of.

8. GPA required

9. How long does it take for the LPN to complete your ADN program?

_____

10. How many LPN's do you admit per year? _____

11. Do you admit LPN's: ____ Fall, ____ Spring, ____ Summer?

12. What is their success rate on NCLEX? _____% passage.

TO: ALL ADN PROGRAMS IN LOUISIANA

RE: LPN TO ADN ARTICULATION SURVEY

DIRECTIONS: Please respond to the following items:

ADMISSION PROCESS:	YES	NO
1. What type of program do you have?		
Advanced Placement-Challenge exams for as much as 14 credit hours.	LSUA LSUE Nicholls NSU LSUMC	
Education Mobility	LA Tech	
A separate Program?		LSUA LSUE Nicholls NSU LSUMC
Special Program for LPN's?		ALL
2. Do you have a special transition course for LPN's?	LSUA LA Tech	LSUE Nicholls NSU LSUMC
3. Are LPN's admitted to the first generic nursing course?	LSUE Nicholls NSU	LSUA (option LA Tech LSUMC
4. Are LPN's permitted to challenge the first generic nursing course?	LSUA LSUMC	

N.1331 - 7 hrs N.2331 - 7 hrs
LSUE - does not specify LPN's
Nicholls - adv. stdg. in specific courses.
NSU - 3080 - 4 hrs
3480 - 5 hrs
3490 - 3 hrs

BEST COPY AVAILABLE

5. How is the number of LPN admissions determined in relation to studen who are not LPN's?

No quotas established - look at availability.

	Yes	No
6. Are challenge examinations used?	X	

If yes, type of Exam:

	Acceptable Score
LA Tech - NLN Pre-Nursing & Guidence Exam	60%
LSUA NSU Teacher made. LSUMC - 77% theory, 2nd cse Practicum Pass/Fail LSUE	
NLN Nursing Mobility Profile	
ACT PEP	
Other:	

7. What is the total number of courses (2 LSUMC) and credit hours LSUMC) that the LPN can challenge or place out of.

NSU 3 courses - 12 hrs
LSUA 3 courses - 14 hrs
LSUMC 2 courses - 14 hrs
Nicholls (specific courses)
LSUE - (selected nursing courses)

8. GPA required
NSU - 2.0
Nicholls - 2.3
LSUE - 2.5 (2.07)
LSUA - 2.3
LSUMC - 2.5
LA Tech - 2.6

9. How long does it take for the LPN to complete your ADN program?

1 year if challenge LSUMC

10. How many LPN's do you admit per year? LSUMC 15-20 12-18

11. Do you admit LPN's: LSUMC Fall, LSUMC Spring, LSUA/LSUMC Summer?

12. What is their success rate on NCLEX? _____% passage.

APPENDIX E

ADVISORY COMMITTEE AND THE FIRST ADVISORY COMMITTEE MEETING

LPN TO ADN ARTICULATION

Advisory Committee

Alexandria Vo-Tech
Pat Juneau
Barbara McCarty

Briarwood Hospital
Susie Shockley

Central La. State Hospital
Bonnie Vocque

Huey P. Long
Barbara Berry
Frankie Rosenthal

Lamar Salter Technical Institute
Billie Zachry

LPN Board
Terry DeMarcay

Rapides Regional Medical Center
Clara Eckel
Priscilla Jeansonne
Jean Lively

Rivernorth Treatment
Mary Ann Kartsimas

St. Frances Cabrini Hospital
Sue Murphy
Norma McCann

State Department of Education
Post Secondary Vocational Education
Gloria Flanagin

VA Medical Center
Edna Johnson
Florene Page

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

DIVISION OF NURSING

AGENDA FOR CARL PERKINS GRANT MEETING
SEPTEMBER 25, 1990

10:00 Coffee and Danish

10:15 Dr.Robert Cavanaugh, Dean of Academic Affairs: Welcome

10:20 Brenda Beckerdite, Office of Planning and Development, on Carl Perkins award

10:30 Mattie Caldwell, Head, Division of Nursing, on project objectives

10:45 Wanda Guidry, Associate Professor of Nursing, on project activities and educational significance

11:00 Marcia Armand, Associate Professor of Nursing, on future plans

11:15 Roundtable discussion

Formation of advisory committee

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA
Division of Nursing

DR. LINDA SPINK, CONSULTANT FOR ARTICULATION

AGENDA

Monday, October 29, 1990

1. 9 - 11 Meet with Research Grant Committee
2. 11 - 12 Meet with University Administration
3. 12 - 1 Lunch - University Administration and Faculty Committee
4. 1 - 3 Meet with Faculty

Tuesday, October 30, 1990

1. 10 - 12 Address Community and State-Wide Educational and Political Leaders
2. 12 - 2 Lunch, Topic - LPN to ADN and ADN to BSN (with emphasis on LPN to ADN)
3. 2 - 3:30 meet with Nursing Faculty of LSUA's Curriculum and Grant Committees and the Advisory Committee (RE: Curriculum Development and the process of Transition)

xc: Dr. Ben Martin
Dr. Robert Cavanaugh

APPENDIX F

SECOND ADVISORY COUNCIL MEETING

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA
Division of Nursing

DR. LINDA SPINK, CONSULTANT FOR ARTICULATION

AGENDA

Monday, October 29, 1990

1. 9 - 11 Meet with Research Grant Committee
2. 11 - 12 Meet with University Administration
3. 12 - 1 Lunch - University Administration and Faculty Committee
4. 1 - 3 Meet with Faculty

Tuesday, October 30, 1990

1. 10 - 12 Address Community and State-Wide Educational and Political Leaders
2. 12 - 2 Lunch, Topic - LPN to ADN and ADN to BSN (with emphasis on LPN to ADN)
3. 2 - 3:30 meet with Nursing Faculty of LSUA's Curriculum and Grant Committees and the Advisory Committee (RE: Curriculum Development and the process of Transition)

xc: Dr. Ben Martin
Dr. Robert Cavanaugh

GLOSSARY OF ACRONYMS

1. ADN - Associate Degree in Nursing
2. CANE - Council of Administrators of Nursing Education
3. COPA - Council on Postsecondary Accreditation
4. LPN - Licensed Practical Nurse
5. LSBN - Louisiana State Board of Nursing
6. LSBPNE - Louisiana State Board of Practical Nurse Examiners
7. LSUA - Louisiana State University at Alexandria
8. MSN - Master's of Science in Nursing
9. NCLEX-RN - National Council Licensure Examination for Registered Nurses
10. NLN - National League for Nursing
11. RN - Registered Nurse